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ABSTRACT

Various usages for newspapers in the ninth-grade English classroom are suggested in detail in this teacher's guide. Two large sections--one designed for classes with average learners and one for classes with slow learners--are subdivided into units on the short story, drama, nonfiction, and the novel. Newspapers are used for teaching reading, speaking, listening, and writing skills in each of these units. Student activities suggested include having discussion groups, seeing films, making bulletin board displays, collecting newspaper articles, analyzing styles in newspapers and written materials, and dramatizing newspaper stories. The simplicity and realism of newspaper writing are cited as incentives for slow learners to read. Special attention to grammar, punctuation, style, and language usage is given in each unit. The newspaper is suggested as a good starting point in reading for research, entertainment, information, and opinion. (AL)

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The Newspaper in the Classroom

Copley Newspapers

A GUIDE FOR TEACHING NINTH GRADE ENGLISH

RP 003 894

A GUIDE FOR TEACHING NINTH GRADE ENGLISH

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INTRODUCTION

In this booklet the Copley Newspapers Department of Education offers teachers a supplementary aid to teaching all areas of English in the Ninth Grade.

The pattern used in this study guide is familiar to many English teachers whose school year starts in September and ends in June, with the year broken into teaching quarters. The recommendation of freshman English (ninth grade) used by school systems on the 6 - 2 - 4 plan or the 8 - 4 division should not eliminate the use of the guide by schools on the 6 - 3 - 3 plan, with the first year of accredited English study being offered in the last year of junior high school.

Many school districts provide for learning experiences for students with varied ability levels. Although many districts have not carried out homogeneous ability groupings within their areas, most teachers provide for individual experiences for students of various intellectual levels in order to provide adequately for individual needs. In many schools students are placed in English classes which provide for individual differences as fairly and accurately as possible to insure success within the students' learning ranges.

To provide for these differences, this study guide has been divided into two sections, one for the Average Learner and one for the Slow Learner. Both sections contain suggestions for use of the newspaper within the classroom with special emphasis on ability groupings.

The goals of this supplemental guide to teaching Ninth Grade English are:

1. To develop the skills of writing, speech, reading, and listening as they are fundamental to good communication
2. To stimulate the growth of intellectual curiosity and the capacity for critical thinking
3. To develop an appreciation of the significance of the mass media of communication as well as an understanding of some of the techniques used by these media
4. To enjoy more worthwhile use of leisure through greater appreciation of the cultural offerings of the community
5. To stimulate imagination and creativity
6. To foster growth in the ability to participate effectively in democratic processes in school and the community
7. To contribute to the wholesome personal development of the adolescent student
8. To develop in pupils faith in the basic values of our democratic society and allegiance to its principles

The Copley Newspapers Department of Education wishes to thank the San Diego Unified School District, Secondary School Division, for its invaluable help in the preparation of this study guide. If the newspaper, as an additional tool of instruction, has been of value to teachers and the children they serve, then Copley Newspapers feels that its efforts to aid in the overall growth of the American high school student have helped in developing mature, thinking citizens of tomorrow.

The Department of Education
Copley Newspapers

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SECTION A

FOR THE AVERAGE LEARNER

QUARTER I

This quarter in English stresses the Basic Understanding of the Short Story

A. The Area of Reading with special emphasis on the use of the newspaper in the classroom

1. How the use of the newspaper helps to improve reading skills

2. Comprehension of the short story reading program can develop deeper understandings in the dramas of life which create the short story:

Introductory Activities for Student Motivation

The introduction of the short story in the ninth grade is a continuation of reading experiences from the lower elementary grades, through the upper elementary grades, and the first two years of junior high school. The emphasis in the ninth grade, however, is on structure.

The study of the novel will show overlapping situations involving many characters (as a rule), many plots, and varied settings. In introducing the short story with the idea of dealing with character, setting, and plot, there is a simplification of structure that lends itself to individual analysis, due to the uncomplicated style when compared with other works.

Most of the stories in the basic ninth grade text, Lodge's Adventures in Reading, deal with situations within the reach of students' experiences. Among these stories are "Clothes Make the Man," "Ah Love, Ah Me!," "Off the Track," "Mr. Brownlee's Roses," "Pride of Seven," "The Lady or the Tiger," "The Apprentice," and "You've Got to Learn."

Although there may be some unrelated materials within the stories which seem a long way from the students' experiences, motivating techniques can introduce the student to these new reading patterns.

Also, very few stories are written which do not come from one's personal experience. The stories of imagination (science-fiction, etc.) are projections of experiences, but in the main, the true feelings found in a short story are vignettes of life or amplifications of a segment of life. These enlargements deal with specific sections and the best examples are found in the newspapers.

Any short story may be made into a news story. An example of the motivating technique may be seen in the story of "Goldilocks and the Three Bears," to show it in the simplest of terms. Understandably, no one is unaware of the plot, setting, and characters of this simple fairy tale. But how would a newsman see it?

It could go like this:

"A 7-year-old girl today was saved from possible death when she escaped from a woodland encounter with three black bears.

"She is Goldy Locks, daughter of Mr. and Mrs. Sam Locks, of 2332 Woodedge Lane, near the edge of Pineland Forest.

"Found by a search party after she was reported missing since early this morning. Goldy told an incoherent story of finding a bear's home and falling asleep in one of the bears' beds. She also told her rescuers that she had eaten in the bear's house and had jumped out of the window when the bears discovered her.

"She was taken to a local physician who said that other than 'quite a fright and far-fetched illusion,' Goldy will feel fine in a couple of days."

This is a very simple story to show students that 1) news stories are not written like the normal short story, and 2) that it is possible to derive story materials from the news story.

Many story situations present themselves for expansion and further development into short story treatment once the news implication is seen. With a touch of imagination, some sparkling application of sharp prose, and a dash of plot involving the news story, one can find unlimited examples that may be used to whet the imagination of pupils studying the short story.

Recommended Activities for Newspaper Use

1. Speed and comprehension are two factors which develop top reading ability. Select any short story and count the words in the first five paragraphs. Select a newspaper story of the same verbal length. Test to see whether the speed and comprehension are greater with the short story than with the newspaper articles. If there is a difference, why does it exist? (Vocabulary, size of type used, or subject matter.)

2. The following is a feature article from a newspaper. What are some of the understandings that the students get from reading this article? Was it less interesting, just as interesting, or more interesting than one of the short stories?

3 CROWD COCKPIT

Pilot's Lion Tale Proved With Roar

BRUSSELS (UPI) — Three young lions broke out of their crates today and terrorized the crew of a plane nearly 3 miles above the Belgium countryside. The pilot managed to land safely and the lions were captured by a woman zoologist, 50, armed with a broomstick and a net.

Capt. Paul Wuhrman, pilot of a Swiss Globe Airlines Dart Herald plane, managed to land the transport safely although he had radioed for help when he felt something warm nuzzling his leg:

"Brussels, Brussels, can I make an emergency landing," he asked on the international emergency frequency. "I have three lions in my cockpit."

The control tower thought it was a joke and responded: "Just stick them in your gas tank."

After the landing Mrs. Agatha Gyzen removed one cub but had trouble with the other two larger animals. The second time she returned with a broomstick, entered the plane and pushed him out.

"You have to know how to handle them and there is not too much danger," she said to a group of admiring firemen standing by.

As the lions reached the aircraft door, zoo assistants grabbed them by the neck and the legs and shoved them into their crates.

Wuhrman said: "We were at 14,000 feet above St. Nicholas when I turned around and saw the heads of two lions peering through the curtain. A third lion was licking my boot. Obviously they had broken out of their cages."

It was when he made his call for help.

Wuhrman said his co-pilot Max Schomenberger, 25, "chased them out of the cockpit with an ax. Max swung a third seat in the cockpit around to block the lions. They growled but went back into the fuselage."

Wuhrman was having his own troubles with the control tower.

Frantically, Wuhrman tried to convince the tower there really were three lions in the cockpit. When he put the radio microphone near one of the lions and broadcast the growl he was given permission to make the emergency landing.

The plane, under charter to West Germany's Lufthansa Airlines, was carrying the three lions — two of them grown and the third a 3-month-old cub—from Frankfort to a zoo in London.

EVENING TRIBUNE

3. There are many stories in the newspaper that read like "short stories." The use of these articles as supplementary materials is an aid to the improvement of reading skills.

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4. Save the daily and Sunday newspaper. Bring in news stories that lend themselves to short story treatment.

   a. Why are these stories limited to the "unusual" or the "feature" type for best treatment?

   b. Could any other writings be used from the newspapers for the short story? Name them.

5. The short story is a mirror of human values. The stories of O. Henry, Edgar Allen Poe, Anton Chekhov, and many other writers who have contributed to the vast treasure chest of short stories have observed and recorded human action and reaction to their surroundings and experiences.

   a. Discover in the short stories read in class the elements which logically could have come from a news story.

   b. After reading several short stories, recall the main ideas in the stories by listing the WHAT? WHO? WHERE? WHEN? WHY? and HOW? Using the "newspaperman's formula" for gathering all the facts, the elements of the story are easier to retain by the outline listing of main ideas.

   c. A search of the content of the newspaper will reveal other sources than news stories which would lend themselves to short story treatment, emphasizing the "mirror of human values."

6. Here is an example of a news story that could be expanded into a very humorous short story.

'Watchdog' Sees Master Get Robbed

Mike, a 13-year-old mixture of cocker and poodle, is, in the opinion of his master, one of the world's greatest watchdogs.

Last night Mike watched carefully as an armed thug broke into the Mission Hills home of Mr. and Mrs. William B. Melhorn, tied both of them to their beds and robbed them of $700 cash and two expensive rings.

Today, Melhorn, 72, owner of the construction firm that bears his name, patted Mike affectionately while recounting the attack in his home at 2540 Jackson St. about 10:30 p.m.

Victim Slugged

"Mike just sat and watched all the while, even when the guy slugged me," said Melhorn. "He thought the whole affair was quite interesting."

Melhorn said the thug, about 5 feet 10, 180 pounds, wore a gray stocking over his head when he broke the glass out of a utility door to enter the rambling ranch-style home overlooking the Presidio Golf Course.

Melhorn said the intruder first entered Mrs. Melhorn's room, threatened her with a six-inch knife, tied her to her bed with a curtain cord and took her $3,000 wedding ring from her finger.

Then he went into Melhorn's room, woke him up, ordered him to turn to the wall, struck him "about a dozen times" and tied him hand and foot to the bed and took his carat-and-a-half ring.

EVENING TRIBUNE

7. Mark Twain and Hemingway are examples of men who first worked as newspaper men. After reading the short stories recommended in the text, research the authors' biographical sketches to see how many had newspaper experience.

8. "Freedom of the Press" is a watch word in the maintenance of the ideals of American democracy. Check the card catalogue for listings of short stories dealing with freedom of the press.

B. Areas of Speaking and Listening

1. Recognize and correct errors in spoken English through story reports from the newspaper

2. Show increased power in presenting questions and opinions in discussion through the use of editorials in the newspaper

3. Evaluate what is said and contribute basic ideas by following the lines of reasoning as shown in editorials discussed

Introductory Activities for Student Motivation in Areas of Speaking and Listening

Communication is a two-way process. In writing one presents ideas that have been thought out and developed prior to presentation. In speaking, however, the process of getting ideas across calls for instant expression and many times ideas expressed in this manner are not understood because the speaker has had little time to compose his thoughts. This is especially true with the adolescent untrained in this area of communication skills.

Social conversation comes easily to the adolescent, but under formal classroom conditions there can be a lack of ease and grace. One goal in the teaching of English is to develop speech and listening patterns which develop the student's command of his oral language.

A basic pattern of social conversation follows closely the trends of a newspaper story. Imagine this conversation:

"Hi, John!"

"Hi, Phil. Where are you going?"

"To Bill's house."

"What are you going to do?"

"We're going to take apart the motor on his heap."

"When are you going to start?"

Notice that the conversation starts with basic questions in communications. Through speaking and listening one person's activities are brought into current understanding with another's. There is an informal exchange of ideas. The flow of conversation is easy, if at times, incomplete. Many times the answers to questions are anticipated. Youngsters get into the habit of slurring words and phrases, fall into the jargon of their peer groups, and oft-times get out of touch with the adult world because of their immediate concern with their own problems.

One tool to bring the adolescent in tune with the world around him is the newspaper. There can be a sharing of similar experiences by using the newspaper in the classroom to bring speaking and listening activities to the adolescent level.

During elementary school years the "sharing" program was a daily classroom experience. As the students advanced through the elementary grades, they shared newspaper articles. These were clipped and placed on the news bulletin board.

Newspaper articles are not shared in high school classes as a separate activity, but during learning experiences of speaking and listening they become valuable sources to prime the conversational pump.

Recommended Activities for Newspaper Use in Speaking and Listening

1. Students may bring in articles for discussion purposes and read them to themselves prior to the discussion period. The students may then report on the articles, using their own points of view. During their reports they may be checked for poise, presentation, voice modulation, delivery, and reflection of their accuracy from elements brought out in the article.

2. The listeners could be given a "score sheet" with the areas listed in "1" to evaluate the speaker.

3. Editorials may be used as basis for simple debate. Students not agreeing with editorial conclusions may side against those who agree. A student judging team may be set up to evaluate performances in the discussion.

4. If telephone sets are available (audio-visual departments in most school systems have them), set up a telephone interviewing system where "reporters" can question "news source" people within the classroom. The "news source" students will have read the articles before the interview and the "reporter" will try to "milk" information for his story by questioning the "news source."

5. "Shopper squads" may be established where the display advertising in a newspaper (grocery store ads, etc.) would be reviewed and then discussed by the "squads" as to where best buys may be made.

C. The Area of Writing, Including Composition, Vocabulary, Spelling, Grammar and Usage, and Mechanics

1. Improve note-taking skills, using the interview as a basic technique

2. Learn to use reference books, check items in the newspaper as to places, statistics, names of people in the news, etc.

3. Learn to write the simple facts of the story without injection of the personal experiences of the writer (the art of "mirror" writing)

4. Learn to use the dictionary effectively so that words not only are spelled correctly, but are used to mean what they are supposed to say

5. Develop correct sentence structure techniques, using the newspaper for examples of pithy writing

Introductory Activities for Student Motivation in the Area of Writing, Composition, Vocabulary, Spelling, Grammar and Usage, and Mechanics

One of the simplest things in writing is one of the hardest ideas to get across: it is easier to write on one subject in a concentrated area than to encompass the entire universe. Topic selection is important in writing.

Writing assignments should be simple for the students in Ninth Grade English. At times it may be wise not to exceed more than one paragraph and really squeeze it dry. The "Tell Something About Your Life" sort of thing is not very motivating. Students have been writing it in every class they have had.

Teenagers like to take off on unusual topics, but the teacher must motivate them to want to do this. And what better source of reference for a written assignment than the newspaper? Source materials are important and the results will pay off as long as the basic principles of rhetoric are followed: unity, coherence, and emphasis.

In the very beginning, an assignment using the newspaper as a reference source will reveal three basics:

1. Do the students know how to use their native language, i.e., spelling, punctuation, grammatical construction?

2. Are they fluent in the expression of ideas? Can they express themselves in an interesting fashion?

3. Does the teacher know what the attention span of the class is? Was the exercise designed to make maximum use of this attention time? If so, will future motivating techniques be easier to get across?

Basically these questions must be answered to assure success in writing. Many ideas for the written assignment may be carried over from work done in speaking and listening, with emphasis on thought development.

How well do students take notes? Had they taken any during the development of speech habits? And to what extent do they use reference books? There are many items in the newspaper which can be used as source materials for reference research in the students' writings.

Finally, students must cultivate a strong sense of values emphasizing the need for continued growth in writing ability to insure successes not only in school but also when they enter the adult world.

The newspaper may be used to show how people live and become involved in community life. Organizations, sports, churches, government, and many other aspects of community life are reflected in the columns of the newspaper. A sense of immediacy and freshness is found in the columns of the newspaper. As a living text book it opens many opportunities for exploration and growth in writing skills.

Recommended Activities for Newspaper Use in Writing

1. To strengthen note-taking habits, set up an interviewing situation as follows:

   a. Assign a student a research problem of studying all the elements of one of the short stories, preferably a story like the "Silver Mine," "The Necklace," or "Off the Track"

   b. Have researcher select students to play the roles of the characters in the story studied

   c. Set up the story situation. Enact the story. (Role playing)

   d. Accredit certain students as reporters from newspapers, radio stations, and television stations

   e. Have them seek out the facts by observing what takes place and by interviewing the people involved for basis of a news story

   f. When interviews are completed, have the reporters get their notes in order

   g. Class will judge to see how well the interviews were conducted and how many of the details were noted

2. A committee can be assigned the best interview notes and construct a news story from the events witnessed and noted. The story may then be compared with the original short story to see the different treatment of literary writing and news writing.

3. Daily newspapers may be checked for unfamiliar geographic names, the names of famous people, or the mention of historic situations. Use of reference books to clarify names and identification of places is a stimulating classroom experience.

4. A vocabulary list could be started from the newspaper, enumerating words that are new to the students. Use dictionaries to improve vocabulary, both in spelling and meaning.

5. Compare sentences written in the stories submitted by students with those used in lead paragraphs of news stories. Examine carefully the elements of style, as used by different writers:

   a. A fourth grader might write a report of a robbery like this:

      I saw a robbery. Many policemen came to the grocery store when the robber left. I think he took millions of dollars because the man in the store was crying about the lost money. I couldn't stay to see what happened because the policemen told everyone to go home.

   b. An impressionable high school student might write a report of this same robbery thusly:

      With daring and cold nerves a masked desperado icily robbed a quivering old grocery store owner of every penny he ever earned. All of our neighbors were stunned that such a dastardly act could be committed in our neighborhood. But quick arrival of our police -- our brave men in blue -- soon brought the story to an end. The desperado was apprehended.

   c. A newspaper reporter might have written the story like this:

      A 23-year-old local college student is being held today as a suspect in a $50 neighborhood grocery store hold up. He is . . .

   d. These examples illustrate the STYLE the writer uses when he puts his thoughts on paper. Accounts of the same incident may be compared in various newspapers to see how professionals differ in their writing techniques.

QUARTER II

The Second Quarter in Ninth Grade English emphasizes the areas of the Drama and the Epic

A. The Area of Reading (with emphasis on using the newspaper in the classroom to highlight drama and the epic)

1. Drama is an essential part of daily living

2. People often "play act" in many things they do. This play acting is seen in news story form, feature stories, on the sports page, the society pages, etc.

3. The epic relates to the herioc story and is told in verse or prose. The newspaper reports the epic by:

   a. Bringing to the public the great deeds of men

   b. Recalling the deeds of great men in the past

   c. Projecting great deeds into the future

4. The reporting of drama is also an important function of the newspaper

   a. A study of drama and movie reports can increase the students' appreciation

   b. Background information of theater arts and personality sketches are supplied by the newspaper

   c. Critical thinking and evaluation may be applied to the study of drama and the epic

   d. Many stories appear in newspapers where background materials come from history

   e. Patterns of human behavior that are dramatic as well as epic are unfolded in newspaper stories

Introductory materials and activities for student motivation

The Drama

Throughout their school years students have been involved in some type of role playing. Teacher-directed plays, short skits and project presentations are used in all social studies culminating exercises in elementary grades. Students participate in Christmas programs,

Easter activities, and the "Month of Patriots" activities during February. Drama, therefore, is a well-known activity to students.

Whether they were able to associate these activities with the drama on television, in the movies, or on the stage, however, is the problem for the teacher to solve. Self-identification will make many students aware that their lives are pieces of dramas. There are always students who want "to get into the act." The others, however, have to be shown that they are constantly involved in drama, and what happens to others, also happens to them.

Discussion of movies or programs of dramatic nature that students have seen on television can help the teacher meet objectives of reading. The things students see and hear currently are of interest to them. From here may be launched adventures in reading of dramas (plays would be better, because the word "drama" may be too "high-brow") and the appreciation of what they have read.

The Epic

The stories of great men always make for interesting reading. Newspapers feature "heroes" in many ways: the astronauts, sports standouts in all fields, women who have become national figures (including movie and television stars) and others will help the teacher show that the people in the stories of the past were no different than the "heroes" of today.

Recommended Activities for Newspaper Use

1. If drama is an essential part of daily living, then the newspaper columns are full of stories which reflect humor, sadness, coincidental happenings, and other areas where drama could be recognized

   a. Select stories from the newspaper which might be called "real life drama"

   b. Select the elements in the story that make the newspaper reader feel "sad," "happy," "angry," or other feelings that have been sensed in the reading of drama

   c. Start a bulletin board display, using the newspaper clippings that best demonstrate the needs of the elements of drama as studied in the second quarter

2. Select stories about people that might lend themselves to the hero treatment. (Would the story of Ted Williams, who made the Baseball Hall of Fame, be one to be considered for "epic" treatment?)

3. Find other areas in the newspaper that would be suitable for reading in terms of "drama" or the "epic "

4. Consider a double purpose lesson which will include the areas of speaking and listening in conjunction with reading:

   a. How are yesterday's hero-figures treated in newspapers?

   b. Read stories in the paper which play up the Vietnam situation and the winners of the Purple Heart, the Medal of Honor, etc.

5. Examine carefully the Sunday supplement of the newspaper and see what special materials are included

   a. Read the theater and drama reviews

   b. Read the television reviews

   c. Explain the difference between a "review" and a "preview"

   d. Read the reviews of current movies

6. After the study is made through individual reading, find out how the newspaper influences attendance at movies and plays. How did some of the students feel about the reviews of motion pictures they had seen? Do they agree or disagree with the reviewer?

7. What was the comprehension level of the students who examined the reviews? Did they understand all of the implications?

B. <u>The Areas of Speaking and Listening</u> (with emphasis on the use of the newspaper in highlighting the drama and the epic)

1. Newspapers are prominent in featuring the critical review of dramas, movies, and television productions

2. Reports of forthcoming productions may be considered as previews for discussion by students

3. The use of "interview" techniques will aid not only in speaking and listening, but also in note-taking

Introductory materials and activities for student motivation

There is hardly a student who doesn't have a favortie television program or who has not seen some of the most recent movies. They are very vocal in the discussion of what they have seen, because here they may share experiences that they understand.

In taking students from where they are to a point of reference in understanding and appreciating the drama or the epic, the employment of motivating skills is needed to raise cultural and appreciative standards in the area of drama. As stated before, the word "drama" in itself can bring about many closed minds. It is necessary for the teacher to show that the term is one that may be used interchangeably with "plays," "movies," "television show," "productions," etc.

Few students have had the experience of attending community theater productions, but, as mentioned in a prior reference, most of the youngsters have had experiences in classroom and school productions. The transition from this type of thinking to the drama, as it is known in the theater, is but a short step. Through the activity of speaking and listening it is possible for the teacher to motivate the group in further understanding of the drama and the epic through the use of the newspaper.

Recommended Activities for Newspaper Use in Speaking and Listening

1. Discuss some of the television programs seen by the students

   a. How do the previewers and the reviewers feel about the program?

   b. What were some of the elements of drama that can be discussed?

2. Have students read some of the reviews in the newspapers? If they had seen either a movie of current attraction or a play (which was reviewed in the newspaper) discuss what the reviewer had to say in light of what the students thought of the same production. Here is a review of a play. Read it orally. What are some of the things the reviewer says? Does his opinion want to make you read the play, see the play, or ignore

it entirely? Class disucssion will bring out personal feelings of the students.

STAGE REVIEW

"THE PHYSICISTS" — At La Jolla High School auditorium.

The La Jolla Theater Group presents Friedrich Durrenmatt's play involving three scientists in a sanitarium. The cast includes Martin Sheratte, Ole Kittleson, Steve Brown, Priscilla Allen, Ted Cottrell, Roy van der Mehden, Elizabeth Riedel, Peggy A. Howe, Josiah S. Howe, Patricia McCune and Joyce Skillman. Ron Ray is director.

The La Jolla Theater Group has hit its stride in Durrenmatt's "The Physicists."

The play, which opened over the weekend in La Jolla High School auditorium, is blessed with a strong cast in the principal roles and stable direction.

Dragged Some

Ron Ray as director kept "The Physicists" rolling along at a suitable pace, except for a few occasions in which the action dragged. His use of a heart beat throbbing in the background late in the first act was disturbing to those listening to the dialogue. And it apparently did not achieve the effect intended by Ray.

There is a great deal of substance in "The Physicists," which shines through in the second act.

The three scientists confined to a private sanitarium play it largely for laughs in the first act, despite a few cases of murder.

Quite Sane

But they unmask their reasons for being in the institution, and reveal themselves to be quite sane. Durrenmatt's philosophy of society and the role physicists play in it is advanced.

Martin Sheratte is unerring in his characterization of Johann Mobius, whose discoveries are being sought by the other two, masquerading as Sir Isaac Newton and Albert Einstein.

Discloses Plans

Ole Kittleson uses his comedic talents well as Newton. His bizarre costumes completes the picture. Steve Brown carries off the Einstein illusion, with a head of bushy white hair. He plays the violin to soothe his nerves.

Priscilla Allen gives a strong portrayal as Fraulein Von Zahnd, the head of the sanitarium. The reasons for her concern about the welfare of the scientists become evident in the second act as she discloses her plans for using their talents to her own gain.

The sets by Charles Stromberg and Paul Runyan were appropriate, the odd angles and vivid colors picking up the feeling of Durrenmott's play.

The supporting cast was adequate. Roy von der Mehen as the police inspector and Tedd Cottrell as a missionary did well in their roles.

"The Physicists," the fourth and final offering of the La Jolla Theater Group's first season, will continue nightly this week.—**Joseph Thesken.**

EVENING TRIBUNE

3. Discuss the ads printed on the theater page. Do the ads make you want to see the movie? What are your reactions to the advertising of both movies and television programs?

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4. Here is a review of a motion picture. Read the review and compare what it says with the review of the play. Identify the similarities and the differences.

MOVIES IN REVIEW

"THE DEADLY AFFAIR" — At the Fox Theater and Midway Drive-in.

Melodrama starring James Mason, Simone Signoret and Maximilian Schell, with Harriet Andersson, Harry Andrews, Kenneth Haigh, Lynn Redgrave, Robert Flemyng, Corin Redgrave and the Royal Shakespeare Company. Directed bfy Sidney Lumet. Script by Paul Dehn based on "Call for the Dead" by John Le Carre. Columbia release in color. Running time: 108 minutes.

A more realistic picture of the undercover agent trade than we have been accustomed to seeing on screen recently is contained in "The Deadly Affair." There's no patina of glamour whatsoever in this account. Undercover work is presented as tiresome, frequently sordid and depressing and thankless business. It is not a picture that is likely to encourage volunteers for the secret service.

Story is Good

"The Dealdy Affair" is a success as a motion picture, however. It is convincingly played and effectively filmed against a background of London and surrounding areas. It has a compelling story, which maintains suspense throughout, and while the plot does hinge on coincidence — as most melodramas do — it is quite plausible. John Le Carre, who also wrote "The Spy Who Came In from the Cold," provided the basis for the screenplay.

Mason Has Trouble

James Mason portrays an investigator who is shocked to learn that a man he has subjected to routine questioning allegedly commits suicide. He is convinced foul play is involved and is determined to find out where and why even though doimg so means he must resign his job and carry on the investigation on his own.

Mason receives help from big, blustery Harry Andrews, a retired policeman, but it is not an easy job. Complicating factors are provided by Simone Signoret, widow of the dead man; Maximilian Schell, an enigmatic visitor from abroad, and Harriet Andersson, Mason's unfaithful wife.

There are a couple of interesting theatrical interludes, one featuring the Royal Shakespeare Company doing scenes from Mariowe's "Richard II" and the other a rehearsal of Macbeth in which Lynn Redgrave and her brother, Colin, are briefly involved.

Words Are Spicy

Because of some frank dialogue, the picture is recommended for mature audiences only. Youngsters would have difficulty with the complicated plot anyway. (And even adults will not have an easy time with some of the British accents.)

Sidney Lumet, the director, knows how to hold a suspenseful mood, though you may find his device of abrupt cutting from one scene to another somewhat disconcerting.

—Dave McIntyre

EVENING TRIBUNE

C. The Area of Writing, Including Composition, Vocabulary, Spelling, Grammar and Usage, and Mechanics

1. Select dialogue and direct quotation materials in the newspaper to see how a writer correctly uses direct quotations

2. As in real life, drama deals with tragedy, comedy, fantasy, farce, etc. Recognition of newspaper articles that may be classified in these categories may be used to study techniques and style

3. Vocabulary growth continues through the use of the newspaper and the dictionary for new words, spelling, and meaning

4. The book report is a vital writing experience. Some of the movies reported on in the newspaper first were stage plays. Read play for book report purposes

5. Continue writing skills through the use of the newspaper articles stressing short paragraphing, meaningful sentences, correct structure

Introductory Materials and Activities for Student Motivation

In the area of writing, it is important to impress upon students that what they write is the product of their own imaginations. During the Speaking and Listening activities many ideas were developed orally. There was some noting of events through the reporter experience.

If they expounded these ideas and let their imaginations run free, the teacher already has some built-in motivation. He can grab at some of the whirling ideas and get a pin-point focus in writing. Stress not only the writing of ideas, but also the development of pride in being able to manipulate their own language correctly.

Common errors in writing creep in everywhere, and the newspaper is no exception. Newspaper style differs only to the extent that style-books recommend usage not always in agreement with classroom practices. This in itself is a motivating technique that can raise many questions in the students' minds. Why are they different? And are things we learn in school correct if there are other ways of doing them? This is a stimulating situation and can serve as a launching pad toward many novel ideas in the elements of composition.

The important thing at this point is that the emphasis is on drama and the epic, and assignments and teaching experiences must be channeled within the scope of the work in the quarter dealing with drama and the epic.

Recommended Activities for the Use of the Newspaper in Writing

1. Select items from the newspaper, using news stories, personality sketches, interviews, etc. to see how conversation is written

   a. Notice placement of periods and/or commas within the quotation

   b. See how question marks and exclamation points are treated in quotations

   c. Notice how a continued quotation from the same quote is treated when more than one paragraph is used

   d. Notice the use of capital letters in quotations

2. Select from the newspaper the following examples:

   a. A news article that shows drama through tragedy

   b. A news article that shows drama through humor

   c. A news article that uses fantasy which may be translated into drama

   d. Editorials that may adapt to dramatic situations

   e. Several classified ads which may indicate drama behind the ads

3. From examples submitted, select several outstanding articles and discuss the possibility of writing skits around the subject matter of the article

4. Here are several classified ads. What types of short skits may be written from these ads by letting your imagination run free?

POLICEMEN

The San Diego Police Department needs alert, aggressive men age 21-34, for careers in professional law enforcement. Apply now so that you can be a member of the July Academy.

POLICE PATROLMAN

$616 - $749 mo.

Requires H.S. graduation or GED, 5'9", 145 lbs., excellent health and vision. Phone 236-6400 for further information or Apply:

CITY OF SAN DIEGO

Employment Information Counter
City Administration Building
Community Concourse

MAJOR hospital in San Diego is opening 2 additional patient floors in a recently built 12 story structure. RN's & LVN's are now needed to fulfill manpower requirements. Excellent working cond., good salary, ample fringe benefits. Box M-61, UnionTrib.

DAYLIGHT SAVING
EVERY DAY!

Designed to provide more hours for fun. Select-tronics, San Diego's first computerized introduction service — designed by a team of psychologists & proved by many happy friendships. Meet San Diegans face-to-face through our tried & proven Professional program.

SELECTRONICS

3758 Midway Dr. 224-3788
Recorded Message 224-8844

MARRY IN 1-HR. 274-0104

San Diego or SU 3-4301 Yuma, Ariz.
Winterhaven, no publicity
LUTES GRETNA GREEN CHAPEL

Another classified ad indicates a tragedy. What kind of dramatic situation can you get from this?

MY Sweet—YOU KNOW WHAT I want to say today. There is no forgetting. Take care of yourself. Yours.

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5. Are there other sections of the newspaper that offer stories which may lend themselves to drama?

   a. The sports pages are filled with tense situations which have great dramatic appeal

      (1) Golf

      (2) Baseball

      (3) Football

      (4) Water events

   b. There is even news on the financial pages of the newspaper which might indicate ideas for dramatic sketches

Industry's Interest In Ocean Swells

By PAUL CORCORAN
COPLEY NEWS Service

For $80 a month, a young professor from Columbia's Lamont Observatory rented a small store in Norwood, N.J., for a new business to make instruments and equipment for ocean exploration.

That was in 1959. The firm Walter Beckmann and a few associates started in the "early" era of oceanography still operates on Oak Street. But two large buildings now house the company, Alpine Geophysical Associates, Inc., and the volume of business has grown from about $50,000 to $8.5 million.

Alpine is a dramatic example of the type of firm that is emerging as the demand grows for more and better equipment for ocean engineering — whether it's mining for diamonds off Africa, trying to solve anti-submarine warfare problems, or recovering sand and gravel for contractors.

There are dozens of firms on the Atlantic Coast competing with scores of others across the country for business.

EVENING TRIBUNE

6. In a recent newspaper classified advertising promotion idea for youngsters of junior high school age, free ads were accepted from boys and girls who had items or services for sale,

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exchange, trade, or who wanted items. The story in the newspaper about what youngsters offered read:

Free Ads Offered To Area Boys, Girls

By RICHARD ANDERSON
EVENING TRIBUNE Staff Writer

Peter Block, 14, has "unicycle, 6-foot, chrome, will sell."

Cathy Grande, 10, says "unicycle wanted."

Both are trying to remedy their situations with a free kids' ad in today's Evening Tribune. They are among more than 2,500 boys and girls, aged 6 to 14, whose ads will be running through Saturday.

Kay Stoffer's ad reads: "Wanted, a 210-pound weight lifting set."

Kay, 13, lifts weights regularly and wants the set for herself, Mrs. Fred W. Stoffers, 4045 Mississippi St., confirms.

Frank Ricker, 9, of 5066 Polk Ave., is marketing his tap-dancing shoes since he's quit taking lessons "because I'm doing busy stuff."

Lori Keznetzoff, 8, of El Cajon, wrote, "Have empty corral, want gentle horse" which she said she'd give lots of love.

Chris Berry, 8, also of El Cajon, had a gopher snake, "but it died for some reason." He's going to bigger things.

His ad: "I want to buy a California boa snake."

Cathy Grande said she wants that unicycle so she can ride in parades and things.

"I'll ride it up and down the block, too," she said.

But Peter Block probably won't sell his unicycle to Cathy, an Evening Tribune Kids' Ad investigation showed. Peter's particular cycle is six feet high. That's why he's selling.

"Much too big," he said.

"I'm only 4 feet, 10 inches high," Cathy told the Tribune. She said she'll keep her chin up meanwhile.

EVENING TRIBUNE

a. Write some of the experiences you and others have had in wanting to get items, trade them, or sell them

b. What ideas can you give as to why the youngsters in the story want to get other articles? Can you think of some humorous dramatic situations which would make a funny skit? (Imagine trading something, getting an item you don't want, and after many swaps, find yourself getting back your original item!)

c. Notice the punctuation used in the article

7. Continue vocabulary study through the use of words in newspaper

8. Did you ever notice the "Lessons in English" feature that appears in some newspapers? What does it contain? Of what help can it be to you? How can it increase your vocabulary?

LESSONS IN ENGLISH

By W. L. GORDON

Words Often Misused: Do not say, "It is me who is wrong." Say, "It is I who AM wrong."

Often Mispronounced: Entente (understanding; the parties to an understanding). Pronounce ahn-tahnt, accent on second syllable.

Often Misspelled: Acetic (of vinegar). Ascetic (abstinent).

Synonyms: Accumulate, gather, collect, amass, assemble, increase, hoard, garner, store, heap, husband, augment, bring together.

Word Study: Ecdysiast; this is a coined word from the Latin "ecdysis" (act of shedding or peeling, as in the case of insects and snakes), and is today generally and humorously applied to a "strip-teaser". (Pronounce eck-diz-i-ast, accent second syllable).

EVENING TRIBUNE

9. Write a 200 word book report on a play. Show how this would differ in style from a report on a novel.

10. Read drama reviews in newspapers. How do they differ fron. the book report you wrote on a play?

11. Examine structure of lead sentences in newspaper articles to strengthen grammar usage

QUARTER III

The Third Quarter in Ninth Grade English emphasizes the study of Non-Fiction and Careers

A. The Area of Reading (with emphasis on the newspaper in the classroom) highlighting non-fiction and career study

1. The newspaper offers unlimited material for the advanced and average student for the study of non-fiction prose. Among these are the following:

   a. Editorials

   b. Columns

   c. All news stories, including sports

   d. Biographical and historical sketches which appear not only daily, but also in the Sunday supplement of the newspaper

   e. Stories about unusual people or people who have unusual occupations or hobbies

   f. Adventure through science and discovery

   g. Feature materials, including the critical review

2. Personality sketches offer the best introduction to the longer biography

3. Career opportunities are explored in this unit

Introductory Material and Activities for Student Motivation

Students have been introduced to the biography and the autobiography as one of the first steps in non-fiction study. Actually, there is a need here for definition of "fiction" and "non-fiction," for in subsequent English studies (grades 10-12) students do have have clear interpretations of these terms.

Non-fiction, to most students, means writings that are true experiences as compared to fictional presentations which they believe to be "not true." The assumption, as any teacher of English realizes, is a false one. There are contradictions in both: oft-times, non-fiction is not true, whereas the so-called fictional writings are often based on true experiences.

The dictionary defines "fiction" as something characterized by the absence of truth, invented stories, works of the imagination. However, today's authors find the most fertile writing fields in the arena of truth. James Michner's The Source and Hawaii are interlaced with actualities in literature and history. Truman Capote's In Cold Blood is called "non-fiction fiction."

On the other hand, many writings which are strictly products of the imagination are classified under "non-fiction." Myths are so listed under the Dewey Decimal System. The fantastic story about George Adamski's encounter with men from Mars, when published in book form, also was listed as non-fiction. There are imaginative essays, articles, and other writings under the heading of non-fiction. Full length plays are classified as non-fiction in libraries that use the Dewey System.

It is difficult, therefore, to make an arbitrary decision as to what is fiction and what is non-fiction. Biographies and autobiographies are listed under "non-fiction" classifications. Perhaps the best method is to follow the Library of Congress classification system as well as the Dewey Decimal System in determining classifications of fiction and non-fiction writings.

It is much easier to dissect the materials in a newspaper as to classification of fiction and non-fiction. Stories based on facts and facts alone are supposedly non-fiction. When newspapers go into literary accounts, they may be fictional. The comics, certainly, can be listed as pure fiction.

This may be of some aid to the teacher in motivating materials in the quarter dealing with non-fiction and careers. Certainly there is also a wealth of material relative to careers that may be used by the students. The newspapers are full of stories that reflect success in careers and the classified advertising section is a potential source of references in finding jobs.

Recommended Activities for Newspaper Use in Reading - Non-Fiction and Careers

1. Select news stories (including sports), paste them on paper, and underline the sections which contain FACTS to indicate "non-fictional" characteristics

2. Read the stories, see whether the headlines also reflect the facts of the stories

3. Select columns from the newspaper and/or articles from the Sunday supplement to see whether a pattern of non-fictional writing is followed

a. Stories of the "Old West" generally could be classified as non-fictional essays

b. Personality sketches may be compared to biographies

4. In reading about careers, newspapers and materials related to newspapers may be found in the following:

a. Stories about famous visitors and the work they do; these may also be found in personality sketches

b. Stories about products or industrial achievements and the people who work on them

c. Classified ads in the "Help Wanted" columns make for interesting reading

B. The Area of Speaking and Listening for Non-Fiction and Careers

1. Discuss famous people in the news about whom biographies have been written

2. LISTEN to discussion and bring in related materials on the subjects discussed

Introductory Material and Activities for Student Motivation

Within this area comes the greatest opportunity for an exchange of ideas in careers. The discussion of biographical materials and the examination and reading of career stories will result in a desire to exchange ideas in the field. Here the individual reports may be discussed and ideas may flow among the students.

This will also be the period when guest speakers and films may be used to stress careers. Questions and answers will strengthen conversation techniques. The students will face natural situations which are stimulating in human relations when careers are discussed.

Newspaper articles brought in originally and examined for non-fictional characteristics may be shared with the rest of the class. This will motivate further activity in the area of speaking and listening.

Recommended Activities for Newspapers and Related Material - Speaking and Listening

1. Examine this article closely and discuss the elements that would classify it a "non-fictional" writing

FRENCHMAN'S MARK FALLS TO 2 HIKERS

DEATH VALLEY (AP) — Blistered but a day ahead of schedule, two hikers hoped today to finish their 128-mile walk from one end of this scorching valley to the other.

Cliff McAdams, 36, and Gordon Ritzman, 32, ended the fifth day of their trek yesterday with only 21 miles to go, members of their support party said.

During the day they passed the distance set by Jean Pierre Marquant of France, who walked 102 miles last month.

Marquant spent 149 hours on foot in his 102 miles. McAdams and Ritzman took 110 hours for their first 102 miles, spokesmen said.

EVENING TRIBUNE

2. Read several of the biographical sketches that appear in the daily paper. These tell about important people. Why are they important?

3. Invite members of professional organizations to tell of some of the job or career possibilities for young men and women

4. Show and discuss films on careers

5. Have students research career possibilities in various fields

   a. Break class up into committees for study

   b. Have each committee research specific career opportunities

c. Upon completion of research, members of the committee will give oral reports, using charts, figures, illustrations, newspaper articles, and other material to present their findings

d. Groups will evaluate work by committees in terms of

(1) Did the research seem adequate?

(2) Was the presentation stimulating and informative?

(3) Did the material presented arouse interest in the careers discussed through an interchange of questions and ideas?

(4) Was there a tie-in of material researched and the information given by the professionals who talked to the class?

C. The Area of Writing, Including Composition, Vocabulary, Spelling, Grammar and Usage, and Mechanics in Non-Fiction and Careers

The use of this supplementary course of study stresses the newspaper for source materials to be used by Ninth Grade teachers of English. During the third quarter emphasis is given in many schools on career study. This section of the guide explores newspaper occupations as career possibilities. The recommended procedure is applicable to any career study.

1. Learn the basic vocabulary of both non-fictional terms and career terms

2. Study basic requirements for working in various departments of a newspaper: importance of vocabulary, use of reference books and terminology used on the newspaper

3. Understand the basics of the Dewey Decimal System (a required area in Tenth Grade English) and where to find material in the library

4. Learn how to write letters correctly in seeking employment (stress form, spelling, punctuation, capitalization, etc.)

5. Study sentence structure with reference to the simple and compound sentences, using newspaper lead sentences as examples

Introductory Material and Activities for Student Motivation

Although the material in this suggested outline follows a pattern for the teacher's primary reference, undoubtedly the work will be presented within the quarters of study as an integrated reading - speaking and listening - writing experience to develop fully the understandings of Ninth Grade in all areas of learning experiences.

becomes an extension of the experiences of the other areas that required research, outlining, the use of materials in the classroom and the library, and the crystalization of plans.

The writing experiences strengthen vocabulary, spelling, grammar, and other factors of structure. Newspaper articles are good examples of concise, structured use of the English language. Students must know the structured use of the English language. Students must know the differences between literary writings and newspaper writings to appreciate the theory of writing to the point and not skirting the subject. As they progress through their years in school they will find concise, pinpoint presentation of materials generally gets the job done without "word-fat" and wasted ramblings.

Recommended Activities for Newspaper Use in Writing - Composition, etc.

1. Scan newspaper articles for words not understood

   a. Find meanings in dictionary

   b. Check pronunciation

2. The study of careers will need explanations of terms, job descriptions, the knowledge of areas of employment, etc. Some terms need defining

   a. Newspaper terms: copy, deadline, by-line, cut, galley-proofs, masthead, banner, re-plate, etc.

   b. Job terms: reporter, city editor, managing editor, copy editor, slot man, ACE, rewrite man, compositor, circulation manager, advertising manager, etc.

3. Write several paragraphs on newspaper careers, telling which job appeals to you and why

4. Find out the names of people who do the hiring at the local newspaper

5. Write a sample letter of application, explaining why you want to work for the newspaper and the area where you want to work

   a. Check letter form

   b. Check punctuation, spelling, etc.

6. Using newspaper leads, determine whether students understand terms of structure (basal parts):

   a. Subject

b. Predicate

c. Object (direct)

d. Subject complement

7. Start a scrap book showing careers, with emphasis on careers in journalism

8. Write letters of inquiry to newspaper publishers, magazines, radio and television stations, Sigma Delta Chi, and other organizations (including the Newspaper Fund Inc., Wall Street Journal, Princeton, N. J.) for scholarship information and brochures on careers

9. Share pamphlets and brochures with other class members or construct a "careers corner" where students may examine materials on careers

10. Arrange bulletin board displays, with students writing job descriptions which may be used with pictures of people on the job

11. Find a newspaper story that emphasizes a success in a career and write two paragraphs of your opinion of the article

12. Select one of the stories from a newspaper which strikes student interest for essay writing on the basis of non-fictional reporting

QUARTER IV

The Fourth Quarter in Ninth Grade emphasizes the study of the Novel

A. The Area of Reading

1. Continue the understanding of fiction and non-fiction, with special emphasis on the novel as fictional writing

   a. What stories are most likely to be true?

   b. What stories bring fantasy into play?

2. How do newspapers report on books? What is the role of the newspaper in supporting literature?

3. For summer reading, suggest reading the newspaper daily as a means to maintain reading skills

Introductory Material and Activities for Student Motivation

As the school year draws to a close, emphasis in Ninth Grade English is on the novel. Reading exposures during the year have opened many vistas to students; they have explored all types of writings. The novel becomes the final activity for ninth graders in English.

Although students have been encouraged to read books during the entire school year, the author frequently recommended for study of the novel in ninth grade is Charles Dickens. Many had read works by Dickens, such as A Christmas Carol, David Copperfield, and Oliver Twist. A Tale of Two Cities and Great Expectations are the novels studied during the last quarter.

A knowledge of the biographical sketch, studied earlier during the school year through the newspaper and other material, serves to introduce Charles Dickens. Film strips and films are useful to introduce background material on Dickens.

The film "Charles Dickens: Background for His Works" deals with the London of Dickens' day. It would be interesting for students to know something about the early newspaper history of the United States and also of England during the period of Charles Dickens.

Recommended Activities for Newspaper Use in Reading

1. Research, through committees, the history of the newspaper in the United States and some of the stories that led to a guarantee of freedom of the press in the Constitution

2. Research some of the history of newspapers during Dickens' life. How influencial were they?

3. Clip and mount book reviews on novels from newspapers and from news magazines

   a. How can you tell if they deal with fiction?

   b. What is the difference between a book review and a book report?

4. How do you suppose Charles Dickens and other authors advertised their books so that the reading public could buy them?

B. Areas of Speaking and Listening

1. Gain understandings of book reviews in newspapers through oral interpretation by student oral reporting

2. Learn how broadcasters give news story (clear, concise, abbreviated presentation)

3. Practice orally the presentation of large topic areas and evaluate the relative importance of subject presentation: how would students grade news happenings as to relative importance?

Introductory Material and Activities for Student Motivation

Confidence in oral expression and the ability to get ideas across are essential in language studies. The earlier a student learns how to command his language orally, the greater his success as he progresses through his studies. Strengthening of confidence places the student at ease in his discussions with his friends, among fellow students in his peer group, and in adult company. Through a demonstration of the necessity of commanding his oral presentation and his ability to respond after careful listening to what others are saying he will be more at ease.

The newspaper becomes a great aid in such activity within the classroom. There is rarely a topic covered which does not, in some way, touch the student's life. Many of the items offered in the newspaper are within the realm of student experience and understanding.

In the study of the novel, one deals with the personality of the author and his experiences, situations within the novel that the student can identify with himself, and the opinions of others about the author and his works. Modern authors are so discussed in the newspaper. It is during this period of the study of the novel that ninth graders culminate their first year of high school language study experience.

Recommended Activities for the Use of the Newspaper in Speaking and Listening

1. Initiate a newspaper research project to see what the press thought of Charles Dickens during his lifetime

   a. Discuss where students might find newspapers published during the mid-19th Century

   b. Suggest that libraries have copies of Century and Harpers published during those years

   c. Appoint committee to read articles about Dickens from the publications available

   d. Make copies of articles found in the library for use by other members of the class

   e. Report on findings

   f. Class discussion on Charles Dickens and his times

2. Discuss methods of reporting by newscasters on television and radio. How much of the news do they report? What are the differences in the way newscasters give news reports and the newspapers?

3. Select a book review from the newspaper. Have one of the students read it orally. How does it differ from the book reports written by students in class?

World Of Science

RACCOONS ARE THE BRIGHTEST PEOPLE, By Sterling North (Dutton).

North's first raccoon book was "Rascal" and it was followed by "Little Rascal." This might be "Son of Rascal," although cutey-cute titles aren't necessary. Essentially, however, the book is a strong appeal, through personal recollection, for sensible conservation. What North says makes sense; how he says it makes for good reading.

"Those who play God in destroying any form of life are tampering with a master plan too intricate for any of us to understand," he insists. "All that we can do is to aid that great plan and to keep part of our planet habitable."

To do that, North explains, man should make friends with wild animals. And he tells how to do it, too: "I fed my pet raccoon by taking milk in my mouth and tipping a clean wheat straw down to his eager lips."

This sequel to a sequel deserves a sequel.

A Book Of Snakes, By Dorothy Childs Hogner (Crowell). Among other things, this well-illustrated volume explains how snakes move — using broad scales on their bellies called "scutes."

Life Beyond The Earth, By Samuel Moffat and Elie A. Sheneour (Four Winds Press). Some pretty complicated explanations of the state of space science today with emphasis on biology. In an epilogue, Joshua Lederberg, 1958 Nobel Prize winner, explains his coined phrase, "exobiology," the biological exploration of space.

Kingdom Of The Tides, By Samuel Carter III (Hawthorn). You'd never know there was any study of oceanography on the West Coast from reading this eastern-oriented volume. There are interesting chapters on history and measurements.

Wonders Of An Oceanarium, By Lou Jacobs Jr. (Golden Gate Books). Strictly oriented to Marineland of the Pacific, but well-illustrated reporting on, as the sub-title puts it, "the story of marine life in captivity."

—Alfred JaCoby

The San Diego Union

4. Where was the review found in the newspaper? Why doesn't it appear on the front page of the paper? How do the newspaper editors decide where news stories and other items go into the newspaper? Discuss.

C. The Area of Writing, Including Composition, Vocabulary, Spelling, Grammar and Usage, and Mechanics

1. Summarize the art of expressing ideas clearly

2. Develop an ability to write appropriately--to purpose, the occasion, the audience

3. To write effectively varied sentences, avoiding vagueness and/or unnecessary repetition

4. To learn the proper use of words so that word selection will be accurate: pick graphic, specific words

5. Strengthen punctuation, capitalization, and sentence pattern structure

Introductory Materials and Activities for Student Motivation

During the last period of the school year, students have had adequate opportunities to explore many types of writing. Enrichment materials have been introduced. The teacher knows what the students are capable of writing, and students have gained maturity in experiences through working with others in the class.

Students understand at this point such terms as "narrative," "descriptive," and "expository" paragraphs. They understand the topic sentence, the structure of the paragraph, and the presentation of an article, essay, or other writings studied during the year. They have seen examples of good and bad writing through these presentations.

To culminate writing activities, including vocabulary study, spelling, grammar and usage, students should be exposed to interesting topics for writing practices during this quarter. The teacher should evaluate each student's progress, re-teaching in areas where students seem uncertain or where gross errors are repeated.

Recommended Activities for Newspaper Use in Writing

1. Names and places listed in Great Expectations may be strange to many students. So are many names and places mentioned in today's newspaper. This suggests the use of various reference books to strengthen vocabulary in the following ways:

   a. Have students examine newspaper articles for names of places new to them

   b. Using dictionaries, the Atlas, and encyclopedea, have students look up places and correct name pronunciation

   c. Use terms in sentences

2. Review steps used during research of Dickens' life from old periodicals.

   a. How was the outline used?

   b. What note-taking methods were used?

   c. How did the writings in the newspapers of 100 years ago differ from the writing techniques of today?

3. In the study of the life of Charles Dickens, students should understand many of the highlights of his life. Make-believe character interviews may be conducted and brief papers written by students:

   a. Have a student take the role of Charles Dickens

   b. Class interviews "Dickens"

   c. Write an interview which would be of interest to the newspaper reader of today

   d. Check for errors in spelling, grammar and usage, punctuation, etc.

4. Make a list of words used in Dickens' time (from the novel) which are not in use today

5. From the front page of a newspaper, construct a list of words which would be strange to Dickens if he were to return today.

6. Write a "book review" on Great Expectations as compared with a "book report," aiming the review at the newspaper reader today

7. Study sentence length, paragraph length, and style used by Dickens. Compare them with sentence lengths and paragraph lengths used in newspapers. Why the difference?

EVALUATION:

How has the newspaper in the classroom helped the students in Ninth Grade English to understand better the use of their language?

As supplemental material, do you feel that newspapers in the classroom have enriched the students' language backgrounds?

SECTION B

FOR THE SLOW LEARNER

In presenting material on the newspaper in the classroom for the use of the average learner, it was assumed that student's reading skills were up to grade level and that the materials would be of sufficient challenge to strengthen language communication ties. Provisions are needed in this area for the SLOW learner not only to strengthen his reading ability and other communication skills, but also to prepare him to use the newspaper as a tool in the understanding of the community in which he lives.

The teacher may use the same "Introductory Activities" recommended within the learning quarters to motivate student interest. There will be differences, however, in the level of presentation and the type of material.

Recommendations for the SLOW learner in the various areas recommended in the study guide are as follows:

QUARTER I

Basic Understanding of the Short Story

A. The Area of Reading

1. The newspaper may be used to arouse curiosity in reading in order to strengthen reading skills

2. As a rule, simplicity in style and in the writing of newspaper articles enables slower learners to pick out facts faster and may aid also in the retention of these facts

3. Realism in news stories, as examples of the world around them, will help slow learners carry over concepts in reading the short stories recommended for grade level

4. Reading the newspaper will help develop mature reading habits

Recommended Activities for Newspaper Use:

1. Bring in news stories which may be used as examples for the making of a short story

   a. Are the articles realistic?

   b. Are they within the experience level of the students?

2. In the assignment of the short story within the students' experience levels, it is recommended that the students read the

newspaper for news stories or other items which are similar in nature to the short story read in class

a. What are some of the ideas likely to receive similar treatment?

b. How does the news story read differently in the way it is presented than the short story?

c. Are the names and places in the short story true? What about the news story?

3. How does the TITLE of the short story suit the story? Is it a reflection of the contents?

4. Although headlines of newspaper stories are NOT titles, they do identify the stories

a. Clip a number of newspaper stories and their headlines

b. Separate the headlines from the story

c. As a reading aid device, have students try to match the headlines and the stories

(1) What were some ways they identified the headlines with the stories?

(2) After a repeat of the exercise, did the students find it easier to make the identification?

B. Areas of Speaking and Listening

1. Short feature stories may be compared with the short story in style. Oral presentation of these stories will aid in further comprehension.

2. Listening habits may be strengthened by hearing the stories read and discussed in class

Recommended Activities for Newspaper Use:

1. Teachers may bring in several feature stories to demonstrate differences from news stories

a. Discuss with students the feature stories just read. Do the stories sound differently from the short stories they have read?

b. Why do students feel the stories are different?

2. Have students bring in what they believe to be feature stories from the newspaper

   a. Read them in class

   b. Do class members agree they are feature stories?

   c. How do they differ from the short stories they have read?

C. Area of Writing, Including Composition, Vocabulary, Spelling, Grammar and Usage, Mechanics

1. The use of the short paragraph form employing facts may be checked against newspaper style

2. Detailed dictionary work will increase vocabulary understanding

3. Special features in some newspapers have "minute" English lessons

4. Learn to recognize punctuation marks as written "breathers"

5. Develop the use of library techniques for reference work: areas may be selected from the newspaper, especially those areas which also appear in the short story

Recommended Activities for Newspaper Use:

1. Given a set of facts, write a paragraph having no more than 75 words

   a. Check to see that all the facts are in the paragraph

   b. Are the sentences correctly constructed?

2. Take paragraphs from the beginning of a news story rather than a feature story

   a. List the facts in the paragraphs

   b. What questions do these facts answer?

3. Select words from the front pages of the newspaper and have students look up their meanings in the dictionary

4. Have students examine the newspaper at home and bring in lists of words they do not understand

   a. Discuss how to find the meaning (should they need more practice in using the dictionary)

b. Have them compile a list of the most difficult words

c. Make a list of the words to find:

(1) Spelling errors (if any)

(2) Meanings

(3) Pronunciations

5. Here is an example of "Lessons in English" from a daily newspaper

LESSONS IN ENGLISH

By W. L. GORDON

Words Often Misused: Do not say, "It is me who is wrong." Say, "It is I who AM wrong."

Often Mispronounced: Entente (understanding; the parties to an understanding). Pronounce ahn-tahnt, accent on second syllable.

Often Misspelled: Acetic (of vinegar). Ascetic (abstinent).

Synonyms: Accumulate, gather, collect, amass, assemble, increase, hoard, garner, store, heap, husband, augment, bring together.

Word Study: Ecdysiast; this is a coined word from the Latin "ecdysis" (act of shedding or peeling, as in the case of insects and snakes), and is today generally and humorously applied to a "strip-teaser". (Pronounce eck-diz-i-ast, accent second syllable).

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a. What information does it give?

b. How may it be of help?

6. Practice proper punctuation "breathers" by reading newspaper stories orally, learning to pause at commas, stop at periods, and raise the voice at the question mark

7. Have exercises in geographical locations by listing names of places from the newspapers and consulting various reference works

a. Use maps to show where the news events are taking place

b. Look up materials in various reference works about the country and its people

c. Do authors use these names in short stories?

d. How can some of these names and terms in themselves be used in short stories?

QUARTER II

Drama and the Epic for the SLOW Learner

A. The Area of Reading

1. Strive to eliminate reading "crutches" -- lip movement, vocalizing, finger pointing -- through the silent reading of headlines and interpreting their meanings

2. Continue the use of the simple lead paragraphs from news stories to aid in comprehension and fact retention

Recommended Activities for Newspaper Use

1. Clip headlines from the various parts of the newspaper such as drama, sports, society, etc.

   a. What areas of community life are reflected in the headlines? (Are the students able to sense the areas of activities suggested by the headlines?)

   b. How many headlines can they read without moving lips, sounding words, etc.?

2. Try lead paragraphs in stories as reading exercises, using feature story leads

   a. How does the lead sound like the beginning of a drama?

   b. Can students think of play situations which would sound like the beginning of the story?

B. Area of Speaking and Listening

1. Develop the "give and take" discussion techniques through discussions or sharing of reactions to movies, television shows, etc.

2. Supplement discussion by using materials from the theater pages and television pages of the newspaper

3. Check for facts, accuracy of statements made by students; see whether they recognize the time, date, and place; check for techniques used by advertisers to give greater prominence to television and other programs

Recommended Activities for Newspaper Use:

1. In working with the unit of drama, have students watch a specific TV program so that the group may discuss it in class

a. During the discussion, observe whether all the elements of the "drama concept" have been covered by the students

b. Compare the drama watched on television with the presentation of the drama portion in the literature text used in the classroom

(1) Discuss setting, character, and plot

(2) Discuss need for the projection of the imagination in reading a drama or epic in class in contrast to the viewing of drama on television

2. Clip reviews from the theater section to show how newspapers bring to readers brief reports of dramatic presentations

STAGE REVIEW

"SPOON RIVER ANTHOLOGY" — At the Old Globe Arena.

Drama based on the poem by Edgar Lee Masters, adapted and arranged by Charles Aidman, with additional editing and arrangement for this production by William. Roesch.. Directed. by Roesch. Setting and costumes by Peggy Kellner. Music adapted and arranged by Aidman and Naomi Caryl Hirshhorn. Cast: Helen Marquardt, .. Diane . Sullivan, Harold Loumeau and John Sinor. Balladeers, Laura Rodriguez and Paul Gethard.

The hopes, loves, frustrations and fears of people looking back from the grave on the lives they lived are brought into pulsating, realistic, poetic and compassionate life in the splendid staging of Edgar Lee Masters' "Spoon River Anthology" which began in the Old Globe Arena last night.

One of the masterpieces of American literature, Masters' long poem is a collection of short epitaphs, spoken by the individuals concerned. All were residents of a small Illinois town. They represent a variety of segments of such a society as it existed in the latter portion of the 19th century. (The poem was written in 1915.)

Repetition Weeded Out

Of the 224 characters which appear in Masters' original, Charles Aidman selected some 80 to represent "Spoon River" in the stage production first produced by the UCLA Theater Group.

William Roesch, of the Old Globe, has further pared down the number, weeding out much of the repitition and presenting a clear cross section of the types of characters involved and of the author's intent.

And Masters' prejudices do come through very emphatically in the presentation. He is cynical about social pretenses, bitter about oppressive power, contemptuous of showy piety. His characters confess sins they hid from view during life and bewail unfulfilled desires.

Flesh and Blood

Still, even with the emphasis on negative human traits, there is a flesh and blood to the characters, they do relate to life. They have much meaning for us even now. And there are those who sing out for strength and valor, reminding us that "It takes life to love life."

The Old Globe interpretation wisely concentrates on some of the humorous aspects of the characters involved, the twists and turns of personality which prompt laughter, irony-tinged though this humor may be.

'There She Goes'

And strong enough praise cannot be offered to the four players who among them interpret all the "Spoon River" characters. This is a formidable challenge in versatility, requiring constant change in vocal and visual approach. Each has obviously put much thought into the many characters he or she portrays.

Helen Marquardt is particularly effective playing the women who, like Dolly Fraser, "always passed along the streets through rows of nods and smiles and coughs and words such as 'there she goes,' " not exactly considered respectable by her neighbors.

Diane Sullivan shines in such characterizations as Minerva Jones, the village poet, almost making you see her "cock eye and rolling walk."

Harold Loumeau's strongest are the visionary characters such as Willie Metcalfe who "saw a stone in the sunshine trying to turn into jelly."

And John Sinor is outstanding playing codgers like Pennlwit, the photographer, whose claim to fame was getting the judge to look right in the camera by shouting "overruled" at him.

The two balladeers whose songs punctuate the drama, Laura Rodriguez and Paul Gethard, are superb.

"Spoon River Anthology" will be in the Old Globe Arena until Oct. 30. It's highly recommended for anyone who enjoys unusual, stimulating theater.—**Dave McIntyre**

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a. Although the reviews in the newspapers may be too difficult for some students to read and understand, the teacher may help to show what is in the article and the purposes the reviews serve

b. Students may bring in other reviews, including reviews of movies from columns, television programs, etc.

c. Care must be taken that PREVIEWS are not brought in and confused with REVIEWS. Explain difference

3. Include examples of advertising as a service of the newspaper to the community

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OMAR SHARIF (AS ZHIVAGO) ROD STEIGER · RITA TUSHINGHAM

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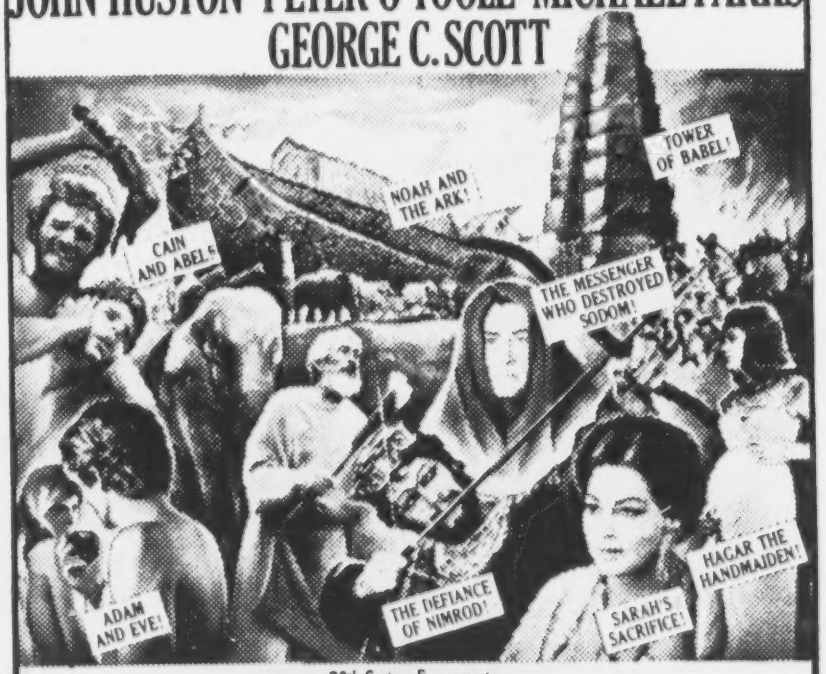
GEORGE C. SCOTT



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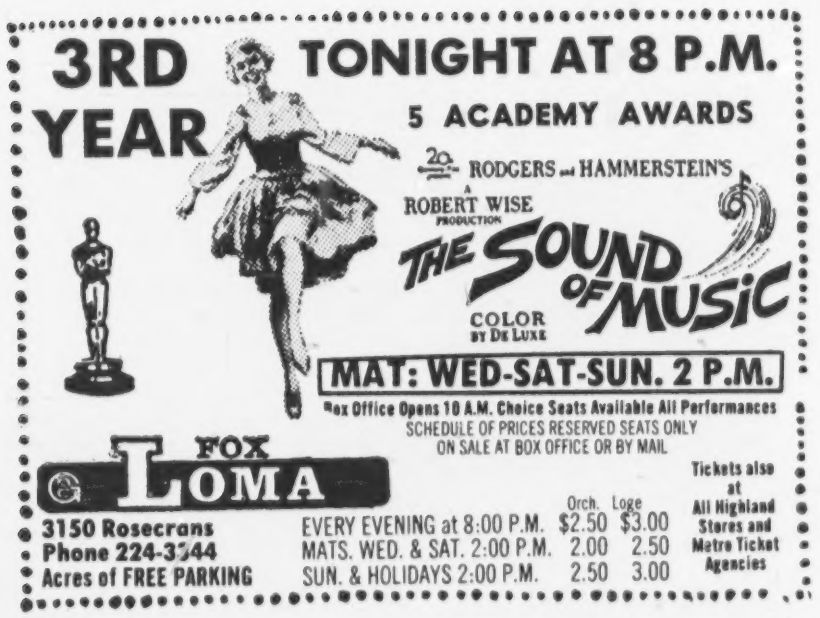
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MATS. WED. & SAT. 2:00 P.M. 2.00 2.50
SUN. & HOLIDAYS 2:00 P.M. 2.50 3.00
Tickets also at All Highland Stores and Metro Ticket Agencies

a. What are some of the facts the advertisers bring out in their ads?

b. Does the ad attract student attention and make them want to see the picture? Discuss this as part of the speaking and listening activities

c. What "gimmicks" are used to make the reader see the ad?

4. Bring in other related material from the newspaper which will help students understand WHAT they read and help them increase their understanding of the newspaper

a. Use material from the television page

b. Churches also advertise. Do they use the same techniques as theaters? Bring in ads.

C. The Area of Writing, Including Composition, Vocabulary, Spelling, Grammar and Usage, Mechanics

1. Continue to work on grammatical construction in the writing of the COMPLETE simple sentence

2. Using newspaper headlines, show the relationship of the subject - verb - object form of structure in the study of basal parts of the sentence

3. Using the entertainment sections of the newspaper, select words of greater difficulty to implement vocabulary study and word list growth

4. Using the same articles, find the reasons why some words are capitalized and others are not

5. Work on the improvement of handwriting through writing simple paragraphs as an introduction to composition

Recommended Activities for Newspaper Use

1. Clip a variety of headlines from the newspaper to show the subject - verb - object and prepositional phrase structure of simple sentences

Blue Army Arranges National Meet Here

State Growth Called Key to Water Funds

STRONG GRIP SAVES BOY, 4, ON TRAIN RIDE

a. Basal parts:

army	arranges	meet
subj.	pred.	d. object

b. Basal parts:

grip	saves	boy
subj.	pred.	d. object

c. Basal parts:

growth	called	key
subj.	pred.	d. object

(1) What roles do the words "blue" and "national" play?

(2) Identify the prepositional phrase in a., b. and c.

2. Have students bring in headlines from daily newspapers to see whether they are able to recognize the sentence structure used

   a. Is it apparent that headlines aren't labels, but sentences?

   b. What do these "sentences" in headlines sometimes lack?

3. Clip leads from stories

   a. Have them construct simple, brief, to the point "headline" type sentences from leads

      (1) Do they reflect the idea of the story?

      (2) Do they find it easier to write, read, and understand sentences that aren't too wordy?

   b. How do they compare with newspaper leads?

4. Find words in entertainment section that are used in the review of the drama

   a. How do these words reflect favorable or unfavorable reaction to movies, plays, and television presentations?

   b. Make a word list and use some of the words in sentences

5. Where do words come from or how have some originated?

   a. Newspapers not only have news stories and advertising, but other feature materials that are interesting

   b. The crossword puzzle in the daily newspaper is one way to help in increasing one's vocabulary

   c. There are other word games in the newspaper, such as "Jumble, the Scrambled Word Game"

JUMBLE

The Scrambled Word Game

® by HENRI ARNOLD and BOB LEE

Unscramble these four Jumbles, one letter to each square, to form four ordinary words.

GUCHO

TALUF

HASNIB

NIRFIM

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Now arrange the circled letters to form the surprise answer, as suggested by the above cartoon.

Print the SURPRISE ANSWER here

(Answers tomorrow)

Yesterday's Jumbles: **EPOCH TAKEN LAVISH BROGUE**

Answer: *What you might do when you fly off the handle*—**LOSE YOUR GRIP**

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d. Here is a daily column that shows the origin of some words:

STORIES BEHIND WORDS

WORD-BUILDERS

"Duce," from the Latin "ducere" (to lead, take or bring), is a root on which several English words have been built.

Some prefixes used with it are: intro (between or among); pro (for, forth or forward); in (in or into); and re (again or back).

Combining the prefixes with the root, we get the following words: introduce (to bring or lead among); produce (to bring forth); induce (to lead in, as a person by persuasion or influence); and reduce (to take back, hence to diminish).

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6. Sometimes you can have a lot of fun with some headlines. Remember finding the basal parts of a sentence in headlines and one of the parts was the object? Here is a headline where the OBJECT is object!

LAWN MOWER HURLS
OBJECT INTO HOUSE

7. You can have fun, too, in looking for and making up a scrapbook of headlines that say TWO things. Look at these examples (some publications pay you when you find these and send them in):

Sewer Crisis
Drain on City

San Ysidro Water
Unit to Dissolve

Beer Case
Offered to
City Council

8. Comics, too, are helpful in understanding drama. Many of the comics are serials, which run a new strip each day whereas others have no continuity.

   a. Which are dramatic serials?

   b. What kinds of stories do they tell?

9. Write a short dialogue for any one of the serial comics

10. Given a cartoon without dialogue, can students fill in a snappy punch line

QUARTER III

Study in the Areas of Non-Fiction and Careers

A. The Area of Reading

1. Continue the reading of uncomplicated biographies

2. Use newspaper biographical sketches of the short, simple variety to strengthen reading skills

3. Pay special attention to news stories of people who have overcome handicaps far greater than the inability to read

Recommended Activities for Newspaper Use

1. The newspaper carries many biographical sketches of famous people who are visiting the area

   a. Clip the stories and bring them to class

   b. Organize a bulletin board of articles about these people, using the pictures that are printed with the stories

2. Find newspaper stories of people who have physical handicaps and show how they have become successful in life despite these handicaps

3. Newspapers often contain stories about the "school drop out" who has returned to study in later years. Can you find stories such as these in the newspaper and display them on the bulletin board?

4. How can comics also be considered as "biographical" in nature?

   a. What about the continuous story of "Terry"?

   b. Will Orphan Annie ever grow up?

B. The Area of Speaking and Listening

1. Dramatize typical situations involved in job hunting after reading "Want Ads" in the classified section of the newspaper

2. Tell how the qualifications of the job advertised may be met

3. Talk about possible careers with the newspaper, such as circulation, messengers and apprentice-trainees in the mechanical departments

4. Practice listening so that the right answers may be given to questions asked

5. Practice remembering items offered in display ads to strengthen memory retention

6. Read orally about the lives of people

Recommended Activities for Newspaper Use

1. Clip out Help Wanted ads from the newspaper

MEDICAL

S.D.'s Exclusive Medical Agency
SECRETARIES ..... to $375
LAB. MEDICAL ASST. ..... to $375
STENOGRAPHER $400
L.V.N.'s $350
TRANSCRIPTION, part-time $2.50 hr.
R.N.'s PM's & nights $505
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APPROVED for VETERANS & SERVICEMEN

a. What are some of the job requirements?

b. Discuss how one goes about seeking employment

c. Discuss dress, grooming, etc.

2. Discuss career opportunities from publications by organizations seeking trainees

3. Set up practice interviews through role playing of "employer" and "job seeker"

4. How well can you remember? Can you recall items listed in a grocery ad and the prices? Develop this activity as a game

C. The Area of Writing, Including Composition, Vocabulary, Spelling, Grammar and Usage, and Mechanics

1. Continue the strengthening of writing skills, stressing capitalization, punctuation, correct sentence structure, and vocabulary expansion

2. Teach the fundamentals of letter writing as applicable to seeking employment

3. Teach students how to fill out application forms

4. Develop the personality sketch as an aid to biographical sketch writing

Recommended Activities for Newspaper Use

1. Using ads brought to class by students write several sentences listing job requirements for positions

2. Develop the letter form in answering classified ads

   a. Home address and date

   b. Address of person or company to whom the letter will be sent

   c. The greeting or salutation

   d. The body of the letter

   e. The closing

   f. The signature

3. Write a letter using information given in classified ad, requesting the position

4. Obtain from the Department of Employment or from local firms sample application blanks

   a. Explain what is meant by the terms on the blanks

   b. Practice completing information on applications

5. Write a brief personal biographical sketch, so that students could have an example of the items an employer would like to know about the applicant

6. Check spelling in dictionary

7. Discuss advantages of the typewritten letter vs. handwritten letter

QUARTER IV

The Study of the Novel

A. The Area of Reading

1. Develop reading skills to enable the slow learner to appreciate the novel as a form of literature

2. Compare the single purpose of the short story with the complicated structure of the novel

3. Understand the many novel types available so that reading experiences may be continued through the summer vacation months

Recommended Activities for Newspaper Use

1. Through the use of the book review in the Sunday supplement, show that the newspaper serves all interests in the community

2. Show how newspaper stories basically develop the idea of character (through the WHO in the story), setting (the WHEN and WHERE), and plot (through the WHAT, WHY, and HOW)

3. The serial comic strips are also novels in their own right. Many cartoon books have been published using cartoon characters from the newspapers.

B. The Areas of Speaking and Listening

1. Great story tellers started the narrative poem years ago and originated the novel form

2. Listening to stories is an enjoyable experience

3. Tell about novels that had been written, using actual happenings as the basis for stories

Recommended Activities for Newspaper Use

1. Develop an outline of a news story by listing its events as they appear

2. Select a feature story and discuss how a plot for a novel might be seen in the story

3. Discuss some unusual stories in the newspapers (the flying saucer, events in an unusual football game, the World Series, etc.) and how they may serve as ideas for novels

C. The Area of Writing, Including Composition, Vocabulary, Spelling, Grammar and Usage, Mechanics

1. Review the basic concepts studied during the school year for strengthening language skills

2. Further use of the sentence and the paragraph to aid in the study of structural language

3. Check mechanics of writing, including capitalization, punctuation, and word usage

4. Increase vocabulary growth through the use of words explored during the school year

Recommended Activities for Newspaper Use

1. Write a short dialogue that might be used in one of the scenes in a novel, using situations suggested in news stories or feature stories

2. Study the use of quotations and the punctuation of quotations in the newspaper

3. Continue on word study: do students understand all the words in the headlines they worked with during the school year? If not, more dictionary use is recommended

4. Write a two-paragraph composition on "How Reading the Newspaper During Summer Vacation Will Help in 10th Grade Language Classes"

5. Check for spelling, punctuation, capitalization

6. Introduce the mechanics of the outline by outlining a news story

   a. Use same method for outlining the students' two paragraph composition

   b. Could short novels be outlined as a guide in the writing of book reports?

7. Show how pictures in the newspaper help students understand the news story more fully

RESOURCE REFERENCES

Use of the Newspaper In the Classroom

Books

Dale, Edgar, How to Read a Newspaper

Floherty, J. J., Your Daily Paper

Kelly, Frank K., Reporters Around the World

Lee, Alfred M., The Daily Newspaper in America

McIlvaine, J. C., It Happens Every Thursday

Shuler, Marjorie, Lady Editor

Sontheimer, M., Newspaperman

Films

These Copley Productions films have been selected because of their proven value to the schools. All are 16 mm. color films with sound on the film. The films are loaned without charge through the Copley Newspapers Department of Education.

1. "What Greater Challenge." Many of the challenging career opportunities offered by a newspaper are portrayed by this short dramatic film. 9 minutes.

2. "Tribune Deadline." A day in the life of a newspaper. The work of nearly everyone at a newspaper is seen. 21 minutes.

3. "City Room." The processing of two important local news stories provides insight into major newspaper occupations. 18 minutes.

4. "From Type to Paper." A cartoon figure narrates this short history of printing, which concludes with the modern rotary press. 29 minutes.

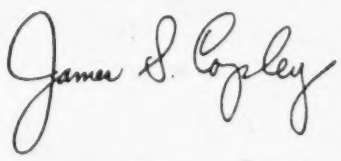
5. "Newspaper Retail Advertising." Portrays skills required and services offered by this important department. 11 minutes.

The school and the newspaper are brothers in knowledge and partners in the informing of mankind.

So close is this partnership that we cannot always be sure where the task of the school ends and that of the newspaper begins.

Indeed, there may be no dividing line at all. Perhaps each partner performs the same tasks in slightly different ways.

In any event, both are a part of a full education.



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